

K.R.1.1 Students are able to **relate** letters and sounds, and **identify** patterns in words and phrases.

Verbs Defined:

- relate – match
- identify – show what I know by pointing, telling and/or by marking

Key Terms Defined:

- letters -- upper and lowercase letters
- sounds -- correct consonant and short vowel sounds
- patterns in words -- word families -- how changing the 1st letter of a word changes word and meaning
- pattern in phrases -- a group of words that repeat in a constant pattern

Teacher Speak:

Students are able to:

- relate (match) letters (upper and lowercase)
- relate (match) sounds (correct consonant and short vowel to their corresponding letter)
- identify (show that I know by pointing, telling or marking) patterns in words (word families)
- identify (show that I know by pointing, telling or marking) patterns in phrases (repeated phrases).

Student Speak:

I can match (relate)

- upper and lowercase letters (letters)
- the correct consonant and short vowel sounds to the right letters (sounds).

I will show that I know by pointing, telling or by marking (identify) patterns

- in word families (patterns in words)
- repeated phrases (patterns in phrases).

K.R.1.2 Students are able to **comprehend** and **respond** to text read aloud.

Verbs Defined:

- comprehend – understand by making a connection (text to text, text to self), predicting what comes next in the story, retelling the story, asking and answering questions about the story.
- respond – write and/or tell

Key Terms Defined:

- text – any written material

Teacher Speak:

Students are able to comprehend (understand by making a connection (text to text, text to self), predicting what comes next in the story, retelling the story, asking and answering questions about the story) and respond (write and/or tell) to text (any written material) read aloud.

Student Speak:

I can listen to a story read aloud and write and/or tell (respond) that I understand (comprehend) by

- making a connection to myself, to another text
- predicting what comes next in the story
- retelling the story
- asking and answering questions about the story

K.R.1.3 Students are able to **demonstrate** knowledge of print structures found in books, signs, and other familiar uses of text.

Verbs Defined:

- demonstrate – show and tell

Key Terms Defined:

- print structures – front cover, back cover, title page, top and bottom of page, tracking print from left to right, words vs. letters.
- other familiar uses of text – any print around me

Teacher Speak:

Students are able to demonstrate (show and tell) knowledge of print structures found in books (front cover, back cover, title page, top and bottom of page, tracking print from left to right, words vs. letters), signs, and other familiar uses of text (any print around me).

Student Speak:

I can show and tell (demonstrate) what I know about:

- front and back covers (print structures)
- the title page, and the top and bottom of a page (print structures)
- follow with my finger from left to right when being read to (print structures)
- the difference between letters and words (print structures)
- signs and any print around me (other familiar uses of text)

K.R.2.1 Students are able to **retell** familiar stories using beginning, middle, and end.

Verbs Defined:

- retell – tell again and/or show by drawing pictures

Key Terms Defined:

- familiar stories – stories heard before

Teacher Speak:

Students are able to retell (tell again and/or show by drawing pictures) familiar stories (stories heard before) using beginning, middle, and end.

Student Speak:

I can tell again and/or show by drawing pictures (retell) the beginning, middle, and end of stories I have heard before (familiar stories).

K.R.3.1 Students are able to **recognize** that literature and other materials from various cultures may **reflect** differing values, beliefs, interests, and celebrations.

Verbs Defined:

- recognize -- tell in writing, speaking, and/or drawing
- reflect -- show

Key Terms Defined:

- literature and other materials -- any materials that I hear, see or watch
- cultures -- not everyone does things the way I do

Teacher Speak:

Students are able to recognize (tell in writing, speaking, and/or drawing) that literature and other materials (any materials that I hear, see or watch) from various cultures (not everyone does things the way I do) may reflect (show) differing values, beliefs, interests, and celebrations.

Student Speak:

I can tell in writing, speaking and/or drawing (recognize) how any materials I hear, see or watch (literature and other materials) show (reflect) that not everyone does things the way I do (culture).

K.R.4.1 Students are **able to locate** printed material that **provides information**

Verbs Defined:

- able to locate -- can find by pointing
- provides information -- tells me something I need to know

Key Terms Defined:

- printed material:
 - bulletin boards
 - calendar
 - environmental print
 - big books
 - stories
 - magazines
 - and other printed materials

Teacher Speak:

The students are able to locate (can find by pointing) printed material (such as bulletin boards, calendar, environmental print, and big books, stories, magazines and other printed material) that provides information (tells me something I need to know).

Student Speak:

I can find by pointing (locate):

- bulletin boards
- calendar
- environmental print
- big books
- stories
- magazines
- and other printed material

(printed material) that tells me something I need to know (provides information).

K.R.4.2 Students are able to **distinguish** between “make believe” and “real” in print materials.

Verbs Defined:

- distinguish -- can tell the difference

Key Terms Defined:

- make believe -- make believe
- real -- real
- print materials -- bulletin boards, calendar, environmental print, big books, books, stories, magazines, and other printed work

Teacher Speak:

The students are able to distinguish (can tell the difference) between make believe and real in printed materials (bulletin boards, calendar, environmental print, big books, books, stories, magazines, and other printed work).

Student Speak:

I can tell the difference (distinguish) between “make believe” and “real” in bulletin boards, calendar, environmental print, big books, books, stories, magazines, and other written work (printed materials).